



Learning Support Policy

including The Orchard Pre-prep and EYFS

Reviewed by: Joanna Mortimer
Reviewed:
Next Review: **Under Review – School Merger**

PRINCIPLES

This policy has been formulated with regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (January 2015), the Equality Act 2010, the Children and Families Act 2014, the Teachers' Standards July 2011 and the Special Educational Needs and Disability Regulations 2014.

Knighton House has high expectations for all pupils and aims to ensure the development of the whole child, helping each pupil fulfil their full potential through effective teaching and learning. Personalised programmes of support are designed based on discussions with subject staff, pupils and parents; developing individual skills and addressing areas of difficulty. Additional support may be group based or 1:1 and may be short or long term.

DEFINITIONS

At Knighton House a special educational need is defined in accordance with the 2015 Special Educational Needs Code of Practice: 0 to 25 Years. *A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.* Taken from 2015 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv.

SEND thus refers to an additional or special educational need or a need arising from a disability that requires service additional to that which is normally offered in school. All pupils receiving support due to a SEND requirement will be placed on the Learning Support register.

The SEND Code of Practice: 0 to 25 (January 2015) identifies SEND under four broad areas of need. Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

- Communication and interaction, including:
 - SLCN (Speech, Language and Communication Needs)
 - ASD (Autistic Spectrum Disorder)

- Cognition and learning; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
 - MLD (Moderate Learning Difficulties)
 - SLD (Severe Learning Difficulties)
 - PMLD (Profound and Multiple Learning Difficulties)
 - SpLD (Specific Learning difficulties – affecting one or more specific aspects of learning e.g. dyslexia, dyscalculia and dyspraxia)

- Social, Emotional and Mental Health Difficulties, including:

- ADD (Attention Deficit Disorder)
 - ADHD (Attention Deficit Hyperactivity Disorder)
 - Attachment Disorder
 - A wide range of emotional difficulties with varying manifestations which may reflect underlying mental health conditions
- Sensory and/or Physical Needs, including:
 - Vision Impairment
 - Hearing Impairment
 - Multi-Sensory Impairment
 - Physical Disability

LS refers to Learning Support. Some pupils' needs do not meet the definition of SEND but they have a barrier to learning which can be reduced by early intervention. These pupils with Additional Needs (**AN**) will be put on the Learning support register and provided with appropriate support.

EAL refers to English as an Additional Language. Pupils who have a first language other than English may receive EAL support. They should not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught (Education Act, 1996. Section 312) but their learning needs will be monitored.

Gifted and talented children (**G & T**) are identified using the definitions given in the guidance given by the DCFS: 'Gifted' children are those who have exceptional abilities in one or more subjects within the school curriculum other than art and design, music and P.E. 'Talented' children are those who have exceptional abilities in art and design, music, P.E., or in sports or performing arts such as dance and drama. Children who have exceptional abilities in both areas will be 'Gifted and talented'. Cognitive abilities tests are used to identify potential gifted and talented pupils. In guidance offered by the DCES, the expectation is that around 5 to 10 per cent of children fall into these categories, regardless of the academic profile of the school.

AIMS OF LEARNING SUPPORT PROVISION

Learning Support at Knighton House aims to::

- enable every pupil to participate fully in school life and experience success in their learning, achieving to the highest possible standard
- value and encourage the contribution of all pupils to the life of the school
- identify barriers to learning and opportunities for enrichment for individual pupils at the earliest possible opportunity
- provide a graduated response to need, using class differentiation, group support and extension or 1:1 intervention
- provide teaching staff with updated information on all children on the Learning Support register using Whole Class Differentiation sheets for each year group and Student Overviews
- ensure that all staff have access to appropriate training and advice to support quality teaching and learning for all pupils
- give pupils a voice regarding their learning provision and progress, teaching them to reflect on the process of their own learning
- monitor progress of pupils on the Learning Support Register using an Effective Learning Form (ELF) and liaise with all stakeholders
- work in partnership with parents to support their children's learning and health needs
- work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- communicate with the Governing Body to enable them to fulfil their monitoring role with regard to Learning Support
- ensure that suitable examination and school entrance assessment arrangements are made for children who need provision of access arrangements
- liaise with senior schools to ensure the continuity of support and learning when Knighton pupils transfer to their next school
- contribute to the development of the Local Offer

- maintain the school's Learning Support register and oversee the records and targets of pupils with Special Educational Needs and Disabilities (SEND) and Additional Needs (AN)
- review and revise the Learning Support policy at regular intervals
- publish an Annual Learning Support Report to outline the implementation of LS over the academic year

All information on Learning Support can be accessed on the school website and by following the link from the school website to the Local Authority's Local Offer website. All information can be provided in hard copy and other formats upon request.

RESPONSIBILITIES

The Head of Learning Support, in collaboration with the Head teacher and Governing Body, takes responsibility for the operation of the SEND policy and co-ordination of special needs provision, working closely with staff, parents and carers, and other agencies. The Head of Learning Support also provides professional guidance to colleagues to secure high quality teaching for all pupils. Mrs Jo Mortimer currently holds the post of Head of learning Support and she can be contacted at jmortimer@knightonhouse.co.uk. She holds a Postgraduate Certificate in Education, a Postgraduate Certificate in Special Educational Needs and a Postgraduate Certificate in Specific Learning Difficulties (Dyslexia). Mrs Gail Geliot works part time in the Learning Support Unit. She holds a Masters Degree in Education, a Certificate in English Language Teaching to Adults, a Certificate in Teaching Knowledge Test: Young Learners, an Advanced Diploma in Child Development and a Teacher's Senior Diploma.

The Head Teacher has responsibility for the day to day management of all aspects of the school's work, including provision for children who receive Learning Support. The Head Teacher works closely with the Head of Learning Support to keep the Governing Body fully informed of LS issues, providing an annual SEN Information Report. The content of the report is specified at section 6.79 of the Code of Practice: 0 to 25 Years (January 2015).

The SEND governor for this school is Mr Paul Slight.

Class teachers are aware of their responsibilities for identifying and supporting children with learning support needs. Staff use differentiation to deliver quality first teaching and work with the Head of LS to deliver a graduated response to pupils' needs, using a plan, do, review cycle.

ADMISSION ARRANGEMENTS

Pupils are admitted to the school at the discretion of the Head Teacher. The Head may admit pupils with additional educational requirements if the school is able to offer appropriate support and if it is in the best interests of the child.

Children joining the school will normally visit for a day's induction prior to entry. They will usually have their core abilities tested and if a child appears to have learning support needs which have not previously been identified, the Head will advise the parents to pursue further assessment by the SENCO or an Educational Psychologist. It is hoped that the school will always be able to provide the appropriate intervention upon a pupil's arrival.

IDENTIFICATION AND ASSESSMENT OF PUPILS' NEEDS

Where differentiated teaching does not lead to adequate progress and achievement for a pupil, the school follows the Assess, Plan, Do, Review procedure:

Assess: Where a class teacher has an initial concern about a pupil's progress they will discuss their concerns with the pupil and parents will be invited to meet with the teacher at the earliest opportunity. The subject teacher and Head of LS will analyse the pupil's needs and record their findings on a Record of Academic Concern sheet. Parents, pupils or any member of staff can raise concerns with the class teacher, Head of LS or Head teacher about a child with a potential barrier to learning.

Plan: An Effective Learning Plan (ELF) will be drawn up in consultation with all stakeholders to match the pupil's perceived needs to effective provision. Advice may be sought from external agencies to inform more effective

intervention or at the request of parents; arrangements for these tests can be made through the school. For more complex needs, an application may be made to request formal assessment for an Education, Health and Care Plan (EHCP). All pupils with ELFs will be on the Learning Support Register.

Do: Intervention and extension work is linked to classroom learning by liaison between LS and subject staff. All class teachers have a summary of the wider learning needs of each class on the Whole Class Differentiation sheet which is reviewed every term. When pupils are assessed by an Educational Psychologist, Student Overviews are given to all teachers to summarise the findings.

Review: The effectiveness of the support arrangements outlined in the ELF are reviewed termly by staff and pupils together and the Learning Support register is updated termly. Pupils will be removed from the register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some pupils will dip in and out of Learning Support throughout their school experience and parents will be always be consulted at every stage. Learning Support staff meet with parents at parents' evenings and produce written reports for 1:1 pupils twice a year. Parents are welcome to arrange a meeting with Learning Support staff at any time. For pupils with EHC plans, reviews will be termly and an Annual Review will be held to review progress towards outcomes outlined in the EHC.

Weekly staff meetings offer an opportunity to discuss the individual needs of pupils and their progress. In addition, the LS staff liaise constantly with other staff and discuss concerns about pupils.

ENGLISH AS AN ADDITIONAL LANGUAGE

Some pupils visit Knighton House from outside Great Britain, for half a term to a year, for the purpose of improving their English. In order to do this they are integrated fully into the life of the school and are supported, either individually or in small groups, by the EAL teacher, Mrs Gail Geliot.

EAL staff assess pupils' proficiency in the English language using placement tests and evidence provided on application. All pupils follow the Cambridge English syllabus with a view to sitting an appropriate exam at the end of the academic year if possible (Cambridge KET, PET or First).

GIFTED AND TALENTED

It is important to recognised that not all gifted and talented children are obvious achievers. Many may underachieve as their potential is masked by factors such as frustration, low self-esteem, lack of challenge, low expectations. It is vital that we give all pupils the opportunity to excel. All pupils are observed in a range of learning contexts in an effort to identify those who demonstrate particular aptitudes and skills. Progress and attainment is monitored through standardised and subject tests and children who show potential are discussed at a whole school staff meeting.

In the early years, the following characteristics may indicate unusually high ability:

- reading at an early age
- asking astute questions
- using complex language in speech
- showing maturity beyond their chronological age (this may be inconsistent)
- thinking abstractly and/or creatively
- producing drawings with more than usual detail.

ACCESS TO THE CURRICULUM

All pupils have access to a differentiated, broad and balanced curriculum with their needs identified in planning documents and the Whole Class Differentiation sheet. Our classrooms are places where learners are inspired, encouraged and challenged.

To enable access to the curriculum for all, the school provides:

- Whole class - adaption of the curriculum and the learning environment
- Whole class - differentiated language and tasks to support learning
- Whole class – open ended activities, ambitious expectations for all

- Whole class – individual target setting through marking in accordance with the school marking policy
- Whole class – some setting in core subjects in the upper years
- Specialist teachers
- Targeted group support
- Individual teaching programmes
- Intervention resources
- PSHE support to improve emotional, mental and social development
- Access arrangements for internal and external exams
- Access to external activities and competitions

Under the 2010 Equality Act, schools have a duty to proactively make reasonable adjustments for pupils with disabilities. Knighton House aims to consult with parents and take all reasonable steps to avoid substantial disadvantage to any disabled pupil.

Should a pupil have emotional or behavioural difficulties and want confidential help the school has an independent listener, Mrs Linda Stillman, who regularly visits school. Her contact number is made available to every pupil in the school. Each pupil has access to the Childline number and is free to make private phone calls.

LEARNING SUPPORT REGISTER

The LS Register is a confidential file. It is kept by the Head of LS. It contains information on all the pupils who have learning support and is updated every term. Whole Class Differentiation sheets are reviewed every term and re-issued to all teaching staff to summarise the needs of each year group.

COMPLAINTS PROCEDURE

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

In the event of a parent being unhappy about some aspect of their child's time at Knighton House, the parent should initially make contact with the teacher concerned. If the problem is not resolved, a meeting should be arranged with the Head Teacher. In the unlikely event that the parent is still dissatisfied, he or she should then approach the Governing Body. The school Complaints Policy is published on the school website.

TRANSITION AND EXAM ARRANGEMENTS

KH is committed to ensuring that parents/carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school.

Staff in the Orchard and prep school liaise each summer to ensure steady internal transition for all pupils. "Access Arrangements" allow exam candidates with SEND or temporary injuries to access assessments with concessions. Access arrangements are organised for eligible pupils for internal exams, music exams, LAMDA and senior school entrance exams. The Head of LS liaises with senior schools to ensure smooth transition for all pupils with SEND.

LINKS WITH OTHER SCHOOLS

The SENCO attends regular local meetings to discuss professional issues and keep open channels of communication between schools in the area.

CHARGING FOR LEARNING SUPPORT

Short term group support lessons that provide targeted support of whole class lessons are part of the school's differentiated teaching. These lessons are not charged.

Group and individual specialist lessons are charged to parents at the end of each term. It is expected that pupils will have an average of ten lessons per term.

EXTERNAL AGENCIES

The school may seek support from voluntary and private agencies, either to inform more effective intervention or at the request of parents. The involvement of the agency and the financial implications will be discussed fully with parents/carers.

THE LOCAL OFFER

The Local Offer website holds a directory of facilities and resources available from many services within Dorset. Its purpose is to enable parents and young people to see what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. There is a link to the Local Offer on the school website.

OTHER RELATED DOCUMENTS

This Policy should be read in conjunction with the following documents, all of which are available on the school website:

- The Equality Policy and Action Plan
- The Supporting Children at School with Medical Conditions Policy
- The Accessibility Plan
- The Safeguarding Policy
- The Curriculum Policy
- The Teaching and Learning Policy
- The Assessment Policy
- The Local Offer
- The Equal Opportunities Policy

REVIEW FRAMEWORK

The school's Learning Support policy is reviewed every three years (or sooner in the event of revised legislation or guidance).

Signed: Head Teacher _____

Date: _____

Chair of Governors _____

Date: _____